

School Support and Readiness Assessment Summary Report

School: La Mesa Elementary School	LEA: Albuquerque Public Schools
School Leader: Aura Acabal	LEA Leader: Scott Elder
SSRA Team Leader: Connie Copeland	Date: October 2, 2023
School Description	
<p>La Mesa Elementary School is a hub for international students who are newcomers to the United States. Among the 437 students in pre-kindergarten through fifth grade, 15 different languages are spoken. The school provides dual language programming in English and Spanish and Navajo language and culture classes.</p> <p>Despite a high mobility rate, the attendance rates at La Mesa are 91-92%. There are 37 certified staff and 60-65 total staff. Roughly 10% of the students at La Mesa qualify for special education services, and 87% are classified as English language learners.</p> <p>The mission statement of La Mesa reflects its inclusive approach: <i>“Our goal is to build relationships with school staff and community partners to engage our families and community residents to support our students.”</i></p>	
School Successes and Celebrations	
<p>La Mesa has a diverse student population and employs an equally diverse staff. Their staff serves the students culturally and linguistically, with one member speaking five languages. There is a focus on integrating newcomers into American culture while foregrounding native cultures. Students receive additional support through Community Schools and the Newcomers Program.</p> <p>Despite its location in a surrounding school community that feels unsafe to many, La Mesa Elementary is a haven.</p>	
DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE	
<i>To what degree is the school’s instructional infrastructure in place, understood, and utilized by school leaders and teachers?</i>	
Promising Practices:	
<p>The administrative team (the principal, assistant principal, and dean of students) is frequently present in classrooms. There is a system to support the implementation of the observation and</p>	

feedback cycle with all teachers; currently, they are provided with face-to-face feedback about once a month.

La Mesa has a well-organized Instructional Council that is representative of the teachers at the school and includes multi-faceted roles and responsibilities. These teacher-leaders are involved in a dialogue with the administrative team about DASH development, implementation, and monitoring. They also give input on professional development. Schoolwide initiatives are more successful and sustainable when leaders are transparent about their goals and incorporate teacher voices.

Opportunities for Growth:

While the administrative team has a solid infrastructure to support teachers through observations and feedback, schedule limitations and the school’s status have limited the number of walkthroughs and the frequency and depth of feedback. There is an opportunity to tie feedback to student data and support teachers in analyzing student data and developing action plans.

Potential Next Steps:

While administrative team members reestablish their commitment to OFCCs, they can integrate data conversations into face-to-face feedback sessions. Teachers are currently left to their reflective practices without the in-person feedback session to improve instruction.

The Instructional Council is well-integrated into the culture of La Mesa Elementary. There is an opportunity to leverage this leadership body further to include goal teams that help collect and disseminate data. All Instructional Council meetings could begin with data. The council members can create a standard form for data-sharing, and the use of data could be built into the 90-Day Plan.

Teacher leaders on the Instructional Council might coach other teachers on collecting data, sharing data with students, and modifying their instruction based on trends. Teachers posting data is evidence of a data-driven culture in schools.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

The leadership team at La Mesa communicates high expectations for all students – a fact that came across in interviews. For NM DASH, the school has identified writing as their ELA priority. For Math, their goal is to use collaboration and professional development to break down the iReady curriculum.

Opportunities for Growth:

There is an opportunity to support teachers through enhanced accountability measures, including more regular and robust observations and feedback. The leadership team might also encourage more standard deployment of assessments. Posting data more visibly and helping teachers use that data to drive instruction would enhance existing systems. Teachers might benefit from support in aligning their lessons to grade-level standards to increase rigor.

Potential Next Steps:

The administrative team will establish a consistent OFCC system by observing classrooms together and then debriefing what data was collected relevant to school priorities and what feedback would be shared with the teacher. This will ensure that all teachers are supported as needed.

Additionally, the leadership team can develop the capacity of their teaching staff to employ and respond to more frequent assessments; they might model the use of backward design using sample assessment items. Teachers will develop rubrics and exemplars.